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ABSTRACT

This book asserts that deaf students should be treated no differently from non-deaf students and that American Sign Language (ASL) and English can coexist in the classroom, embedded in the content being taught. It stresses that language acquisition, whether oral or manual, as well as the learning of reading and writing or subject content, are all motivated by meaning and urges the full use of ASL. The book explains the theory behind this approach, describes field-tested teaching strategies, and offers many examples of students' work and lesson plans. Chapter 1 considers what has gone wrong in the education of deaf students and why. Chapter 2 is on developing competency in ASL as a first language through natural meaning-based communication activities. Chapter 3, on reading, discusses reading aloud, interpreting text into ASL to facilitate comprehension, and reading assessment. The fourth chapter discusses facilitative contexts for the teaching of writing, writing assessment, and dialogue journals. The fifth chapter offers strategies for integrating signing, reading, and writing into the subject areas. The concluding chapter describes the evolution of this teaching methodology. Appendices list suggested books for young beginning readers, older beginning readers and adult inexperienced readers, and also provide lists of wordless picture books, and model essays and collections for teaching writing. (Contains approximately 275 references.) (DB)

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